DOCUMENT RESUME

ED 420 970 EC 306 543

TITLE	The Monograph of CNMI Educational Leadership Research: Implications for Capacity Building To Address Issues of Disability in the Pacific.
INSTITUTION	San Diego State Univ., CA. Interwork Inst.; Northern Marianas Coll.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	1998-05-00
NOTE	41p.
CONTRACT	H133840034
PUB TYPE	Collected Works - General (020) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Abstracts; Adult Education; Cultural Awareness; *Disabilities; Diversity (Student); Educational Strategies; Elementary Secondary Education; Faculty Mobility; Higher Education; Independent Living; *Language Minorities; Literacy; Parent Attitudes; Professional Development; Program Proposals; Research Projects; *Teacher Education Programs; *Teacher Persistence

ABSTRACT

This monograph is a compilation of abstracts of the research conducted by students who participated in a collaborative Educational Leadership master's degree program through San Diego State University and Northern Marianas College, Commonwealth of the Northern Marianas Islands (CNMI). The research projects include: (1) teacher satisfaction and multi-grade school scheduling in the public school system of CNMI; (2) the effectiveness of a family literacy program; (3) the development of a faculty training manual for understanding and appreciating cultural diversity; (4) the development of a social studies textbook; (5) a thematic curriculum guide for kindergartners in a bilingual program; (6) an evaluation of the hospitality management program at Northern Marianas College; (7) job satisfaction and nurse retention at Commonwealth Health Center; (8) parental attitudes toward independent living as a curriculum offering; (9) providing a conducive learning environment in literacy for first-grade language minority students; (10) recommendations for advisor/mentor training; (11) achievement scores of participants in an after-school reading program; (12) factors associated with attrition of faculty at Northern Marianas College; (13) the effectiveness of distance education technology in the delivery of mathematics instruction at Northern Marianas College; and (14) the development of the teacher training program at the Northern Marianas college. (CR)

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ED 420 970

THE MONOGRAPH
OF
CNMI EDUCATIONAL LEADERSHIP RESEARCH

Implications for Capacity Building to Address Issues of Disability in the Pacific

May 1998

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EC 306543

This publication was supported in part by funds from:

**The National Institute on Disability and Rehabilitation Research (NIDRR),
The Office of Special Education and Rehabilitative Services,
The U.S. Department of Education, Washington D.C. Grant No. H133840034. 1995**

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Forward

(Excerpts from commencement remarks of Dr. Stephen Weber, President, San Diego State University, to the SDSU Masters in Education with an Emphasis in Educational Leadership graduates, May, 1998.)

"As President of San Diego State University it is my pleasure to extend warm greetings and a special Hafa Adai from our campus to President McPhetres, her administrators and faculty, and most especially the graduates and their families.

This is truly a momentous occasion for us all. It is a special occasion for San Diego State and a sign of its commitment to be an educational partner throughout the Pacific. I want you to know that San Diego State University is proud of you and of our collaboration with the Commonwealth of the Northern Marianas Islands. We hope to expand our partnerships with other institutions and communities to truly reflect the global nature of our respective communities. As we enter the 21st century, a great university must be a global university.

The involvement of San Diego State University faculty in collaboration and partnership with educators such as President Agnes McPhetres and Provost Roy Fua from the Northern Marianas College, Drs. Fred McFarlane, Ken Galea'i, and Bill Piland truly bridged the distance and met the expectations of the students.

Over 70 potential candidates applied for this program; 26 were accepted. Your cohort group of students consists of Northern Marianas College administrators and instructors, public school administrators and teachers, and private school teachers. Of the 26 students who began this program of study, 25 are participating in commencement exercises. This, in itself, demonstrates the depth of your commitment to developing the skills necessary to make a greater contribution to the Northern Marianas and their people.

I have said that this is an important day for San Diego State; that is not only because we are proud to partner with our colleagues on the Northern Marianas but because we are educators who have committed our lives to helping students develop their talents so they can make enhanced contributions to the well being of their families and their society.

We see in you friends, colleagues, and co-workers who are now better prepared to make this a better world for us all.

SAN DIEGO STATE UNIVERSITY

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On behalf of the faculty, staff, students, and alumni of San Diego State University, I extend congratulations for your accomplishments and look forward to our continued partnerships in the years ahead".

Those comments by President Weber set the tone for this document, "The Monograph of CNMI Educational Leadership Research". The monograph is a compilation of abstracts of the research conducted by the students in this first ever collaboratively offered graduate program.

The studies produced by people in the CNMI examine practices and programs. Additionally, the research developed products for immediate use in the system of education in the CNMI. The document specifically indicates the implications of these examinations for persons with disabilities in the CNMI. These findings have implications for leadership in issues of disability across the Pacific. The monograph, as an actual research product, reflects the prospects and initial outcomes of two institutions of higher education, the San Diego State University and the Northern Marianas College, in an unprecedented collaboration. The studies described in the following are a product of that collaboration and bear the promise of continued and long term improvement for students in the CNMI educational system.

All the studies have practical implications for the system of education in the CNMI and are indicative of the next wave of leadership to formulate learning opportunities for the current and future families of the Commonwealth.

Fred R. McFarlane, Ph.D.
Chair
Administration, Rehabilitation and
Post Secondary Education
College of Education

Kenneth E. Galea'i, Ph.D.
Co-Director
Rehabilitation Research and Training
Center of the Pacific
Interwork Institute

Preface

On May 23, 1998, twenty-five students from throughout the CNMI, various Pacific islands, the Asia Rim, and the USA marched in commencement exercises to receive the Masters Degree in Educational Leadership. This degree, offered by San Diego State University in coordination with Northern Marianas College, has provided capacity building research and scholarship throughout the CNMI.

The CNMI is a bastion for democracy in the Pacific region. This democracy, and the beliefs which it supports and which support it, is not an easy thing to come by. As the great educational visionary John Dewey once remarked, "democracy has to be born anew every generation, and education is its midwife." The education that our future leaders have gained in this program will go far towards sustained our democratic vision in the CNMI.

Leadership is not an easy task, but its path to me seems clear: leadership comes from service. Robert Greenleaf, in his 1970 work The Servant as Leader, wrote that leadership emerges from a "natural feeling that one wants to serve, to serve first." Faith Gabelnick, president of Pacific University in Forest Grove, Oregon, notes in January/February 1997 edition of Change magazine that this leadership is "healing, intuitive, and compassionate and promotes a stance that looks to the future while caring intensely about present."

I believe that the leaders who have emerged from the SDSU program will serve the CNMI as healers, intuitively and with compassion. Their studies emphasize the impact of education in the lives of persons with disabilities. This is reflective of the type of inclusive leadership our island nation requires as we enter the next millennium. Through their service, they will help sustain democracy, tolerance, awareness, and growth in the CNMI. This monograph is an indication of the outstanding work that they have done. I am honored to have them as my colleagues.

Roy Fua,
Provost
Northern Marianas College

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SAN DIEGO STATE UNIVERSITY

Author: Jonas M. Barcinas

Title: Examining Teacher Satisfaction and multi-trade School Scheduling in the Public School System of the CNMI

Abstract:

This study focuses on measuring teacher satisfaction in the CNMI's Public School System regarding the recent operation of a Multi-Track School System (MTS). Out of the fourteen (14) Public Schools in the CNMI, two (2) elementary, one (1) junior high, and one (1) high school are forced to adapt to the new school schedule, a Multi-Track Year-Round School Calendar. The rest of the public schools are on a traditional school calendar schedule. Adopting the new MTS school calendar in the CNMI Public School System is the result of overcrowding problems and a shortage of classrooms.

This study yields information which will be useful in evaluating the current problems that the CNMI Public School System is experiencing today, specifically addressing the topic of teacher perceptions of the multi-track system. The study serves as a useful tool for administrators in schools currently on or considering implementing a multi-track school calendar.

Implications:

The issue of support services for students with special needs who are "off track scheduled" is raised. The author poses recommendations that would enhance accessibility to appropriate learning experiences for all students.

Mr. Barcinas' educational background includes Post Graduate-Counseling at the University of Guam and a Bachelor of Arts in Elementary Education. He is currently teaching at San Vincente Elementary School, Saipan.

SAN DIEGO STATE UNIVERSITY

Author: Violy C. Beltran

Title: Abwungubwung Fengal: A Family Literacy Program (Oleai Elementary School Model)

Abstract:

This handbook traces the evolution of the Oleai Elementary School Family Literacy Program and describes the suggested structure of the proposed literacy programs. Dubbed Abwungubwung Fengal, the Refaluwasch (Carolinian) phrase meaning Learning Together, it began as a seed of an idea sown against the backdrop of shifting paradigms and major educational reforms that characterized the Marianas in the last decade.

Implications:

It includes suggested guidelines for program implementation as well as recommendations for evaluation. This handbook is intended as a general guide for program practitioners as they create more opportunities for parental involvement and inclusion. The programs are predicated on the premise that families, especially those that include students with specific learning requirements are to be valued - making them feel wanted, recognizing and building on their strengths and potentials to become equal partners in the great task of educating the children of Oleai.

Mrs. Beltran has a Bachelor's of Science in Education from the Unversity of the Philippines, Quezon City. She is currently the Resource Teacher at Oleai Elementary School. Her acheivements include a Leadership Award from PSS/PREL 1997, and Teacher of the Year, Oleai Elementary School 95-96.

SAN DIEGO STATE UNIVERSITY

Author: Nicholas W. Benjamin

Title: Training Manual for A Seminar on Understanding and Appreciating Cultural Diversity at Northern Marianas College - A Training Manual for Faculty and Staff

Abstract:

This training manual addresses the urgent needs for responding to the cultural diversity already existing on the Northern Marianas College campus. The purpose of this training manual is to increase faculty and staff awareness and appreciation of the diverse cultures at Northern Marianas College so that the following long term benefits of having culturally informed faculty and staff will be realized:

- Smoother faculty/staff interaction with students
- A comfortable learning and working environment for all employees and students.
- Better and increased communications between faculty, staff, and students.
- A vehicle for discussing problems before they become irreparable, a safety valve.
- Increased trust and dependability in a learning and working environment.

Implications:

The author has included the need for heightened awareness for issues related to disability in all areas of Northern Marianas College operations. A specific section includes discussion on island culture perspectives related to the treatment, inclusion, and traditional roles of islanders with disabilities.

Mr. Benjamin is currently the Student Activities Coordinator at Northern Marianas College. He has attained a Bachelor of Arts in Political Science from Park College, Kansas City Missouri. A Diploma - Institute on Comparative Politics & Economics, Georgetown University. And a Certificate of Completion from the Pre-Law Program at the University of New Mexico, Albuquerque.

Mr. Benjamin's professional experience includes counseling and instructing at Northern Marianas College, Director of Governor's Council on Developmental Disabilities, and a Juvenile Probation Office Caseworker.

SAN DIEGO STATE UNIVERSITY

Author: Ambrose M. Bennett

Title: Social Studies Textbook for the 1st Grade "People and Villages"

Abstract:

This textbook leads the way as the paridigm changes in the manner Social Studies will be taught in the future. Social Studies will prove to be the center piece of the thematic units that teachers are changing to. This resource was developed to provide our students with a resource that "uses curricular materials that present social studies information and concepts from a viewpoint consistent with the students' experiences and culture". There is a plethora of educational resources based on the U. S. but only an iota of resources based on the Marianas. The application of the present U.S. textbook forces our students to readily identify with a context based on the United States. This resource focuses on this "of course" knowledge of our students, thus transcending that appearance of ignorance, which has been so elusive for educators in the CNMI to demonstrate in comparison to a U.S. student.

The Parallel Philosophy that guided the development of this textbook not only levels the playing field for our students in Social Studies, it also maintains the same goals and objectives in the U.S. textbook that is presently being used. The local culture and customs have also been illuminated throughout the entire text. "Education is PARAMOUNT in the preservation of a culture in our ever changing futuristic society"

Our students will still be educated as Americans but from their own multilingual, pan pacific, diverse capacity perspectives. The students in the first grade of the Public School System will now be able to study Social Studies from their own prospective of the world. If the culture in the Marianas is to survive the next hundred years, then reforms in our educational system must address this vital issue.

Mr. Bennett is an economics graduate of LeMoyne-Owen College in Memphis Tenn. His career as an educator began in Memphis, teaching Junior High and High School students. After moving to Saipan in 1989, Mr. Bennett taught on Guam for two years, relocating to Saipan in 1991. There he has taught for the past five years as a fifth grade teacher. He has been selected as the James Madison Fellow of 1997, for the CNMI.

SAN DIEGO STATE UNIVERSITY

Author: Mercedes Q. DeLeon Guerrero

Title: A Thematic Curriculum Guide for the Kindergarten Class in the Chamorro Bilingual Program at San Antonio Elementary School

Abstract:

The purpose of this thematic guide is to help teachers integrate learning activities into the required Kindergarten curriculum. It encourages process learning and provides opportunities for all students to acquire skills that are practical and meaningful at this first stage of formal instruction.

The curriculum guide will offer teachers opportunities to assist their diverse population of students in a collaborative, inclusive and cooperative learning environment. Additionally, this guide will be useful for new teachers having difficulty finding appropriate, relevant and culturally sensitive activities for their lessons.

Ms. DeLeon Guerrero is presently working for the CNMI Public School System at San Antonio Elementary School as a Kindergarten Classroom Teacher. Ms. DeLeon Guerrero graduated from Northern Marianas College in 1996 with a degree in Elementary Education. She's been teaching now for ten years in the primary grades. She has also participated in a number of training activities including Early Childhood Development, Mentoring, School Based Management, and Pacific Region Effective and Successful Schools (PRESS). In 1997, Ms. DeLeon Guerrero was awarded the " Outstanding Teacher of Year" by Sallie Mae representing the CNMI.

SAN DIEGO STATE UNIVERSITY

Author: Tony DeLeon Guerrero

Title: A Program Evaluation of the Hospitality Management Program at Northern Marianas College

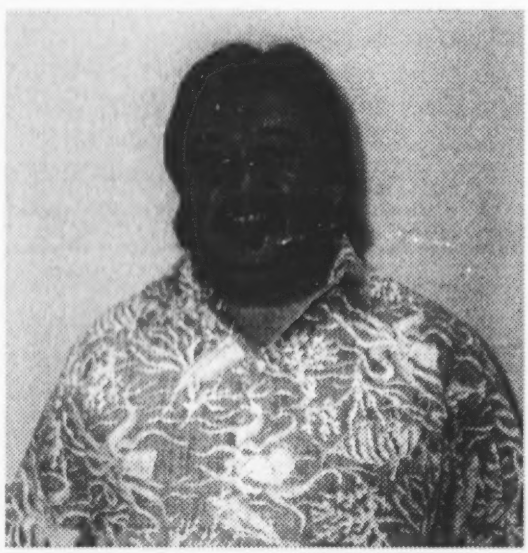
Abstract:

The purpose of this study is to evaluate the effectiveness of the current Hospitality Management Program at Northern Marianas College (NMC). The rationale for conducting this Program Evaluation includes, (a) the recognition of the tourism industry's value and contribution towards the overall economic development of the Commonwealth of the Northern Mariana Islands (CNMI) and, (b) the author's strong professional interest in developing human resource strategies for the CNMI's visitor industry. The study evaluates the effectiveness of the existing program in preparing students for jobs in the local tourism industry and in preparing hospitality majors to transfer into baccalaureate degree programs from abroad.

The evaluation instruments and procedures include general program evaluation questionnaires, personal interviews, observations, investigative analysis of pertinent documents and an exhaustive review of related literature materials. The practical significance of this Program Evaluation is that it will assist NMC in enhancing its institutional effectiveness by assessing the quality of the hospitality education program. The intention is to provide useful feedback to program personnel, participants, NMC administrators, industry employers and other stakeholders so they collectively improve the relevancy, practicality, and overall efficiency of the Tourism Program.

Implications:

As the number of travellers dwindle in the pacific tourism market an enlightening marketing approach to individuals with disabilities with vacation/business choices is recommended, as part of comprehensive program for hospitality industry improvement.



Since 1995, Mr. DeLeon Guerrero has been serving as the Dean of Professional Programs Unit at Northern Marianas College (NMC). Before his Deanship appointment, Mr. DeLeon Guerrero served as the Director for the School of Business & Hospitality Management, was the Department Chair for the Visitor Industry Program. He initially joined NMC in 1988 as a Tourism Instructor.

Author: Ericka Lyn Frink

Title: A Revised Method of Reporting for San Vincente Elementary School

Abstract:

This research project addresses the issue of elementary school assessment and evaluation. Appropriate assessment of all students is one of the most important aspects of teaching. Currently, San Vicente Elementary uses percentages and letter grades for the assessment and evaluation of its students. The main problem with the traditional report card is that it does not take into account a child's development level, rather it assumes that all the children are at the same developmental level based on their age and grade.

A revised reporting method using performance-based learning and assessment is advantageous in light of new research, which shows how children develop and learn. A change in the current graded report card to one that allows teachers to assess students based on their performance is greatly needed.

This has tremendous implications for student with functional limitations in the CNMI public school system. This report takes a look at the issues of assessment and evaluation at San Vicente Elementary, which is a part of the public school system within the Commonwealth of the Northern Marianas Islands. Reasons are discussed which support a revised reporting method: accreditation, cultural factors, negative aspects of traditional grading, current research in knowledge acquisition, testing deficiencies, and trends in assessment practices. Finally, the report takes a look at five steps necessary for the successful adaptation of the performance-based report card at San Vicente Elementary school: the teaching aspect, standards and benchmarks, the evaluation process, teacher interviews, and a suggested report card model. A well-crafted and carefully designed report card provides an undistorted picture of how a student is progressing along the path identified in the school's mission statement and outlined in its outcomes and objectives. The proposed report card will help to meet these goals.

Ms. Frink was raised and attended High School in Washington State. After graduation she moved to California and obtained her Bachelors Degree from San Diego State University. She moved to Saipan in 1995 with her husband Sean and has been happily teaching ever since. Ms. Fink has been teaching fifth grade at San Vicente Elementary School for 3 years. She particularly enjoys the students because they are amazingly kind and helpful.

SAN DIEGO STATE UNIVERSITY

Author: Ierome, Jerome N.

Title: A Study of Student Satisfaction at Marianas High School

Abstract:

Marianas High School is the only public high school on Saipan, Commonwealth of the Northern Mariana Islands. It has a student population of 1,664. The factors that influence student satisfaction and their experiences at Marianas High School were examined (SY 1997 - 1998). A student satisfaction survey was completed by 927 students, (out of 1,162 students, 502 students were off track) who rated their level of satisfaction with 63 specific areas (items in the student questionnaire) from 5 general aspects of their high school experience. The 5 general aspects that were examined include instruction(s), integrated skills, student paths and student services, library and co-curricular programs, and Marianas High School as a whole.

Implications:

The author included responses from all students with regard to special services, curricula, guidance and counseling. Data was also collected regarding instruction utilizing accessible formats and appropriate technology for all students.

Mr. Ierome has been an instructor at Marianas High School for seven years. His interest includes a career in Educational Administration. He is an active leader in the CNMI Public School System and youth programs on the Island on Saipan.

SAN DIEGO STATE UNIVERSITY

Author: Rose L. Igitol

Title: Northern Marianas College Department of Continuing Education Adjunct Faculty Handbook 1998-1999

Abstract:

This handbook is developed for adjunct personnel teaching for the Department of Continuing Education (DCE), Northern Marianas College. It is the intention of the department to include in the handbook information that is important and relevant to its instructional staff. The body of this handbook includes information about the institution, personnel policies, qualifications, selection criteria and responsibilities. The various types of support services available to adjunct faculty as well as students are described. The handbook also includes an appendices section, where other helpful information is provided.

Implementation of the handbook ensures that there is consistency in policies and procedures handed down by the department and the College. It also serves as a guide for staff of the Department of Continuing Education, when orientating new faculty. Instructional staff will have the opportunity to view the handbook at staff orientations.

Implications:

The author raises recommendations for Northern Marianas College policies related to accessibility accommodations and inclusion for all students and faculty.

Ms. Igitol attended the College of Idaho (now called Albertsons College of Idaho), where she received her Bachelor of Arts Degree in Sociology, with emphasis in Social Services. She has worked as a Probation Officer at the Commonwealth Trial Court (now the Superior Court), handling both juvenile and adult clients. For a period of five years, Ms. Igitol transferred to the Division of Youth Services and headed the Juvenile Corrections Unit as their supervisor. She became Director of Admissions at NMC for five years; and is currently heading the Human Resource Training Office, a program under the Department of Continuing Education.

"To my father, who two months ago was called to his eternal rest; his unending inspiration and support brought me to where I am now."

SAN DIEGO STATE UNIVERSITY

Author: Damiana O. Kaipat

Title: Job Satisfaction and Nurse Retention at the Commonwealth Health Center

Abstract:

The purpose of this survey study is to determine if there is relationship between the job satisfaction (independent variable) and retention (dependent variable) of nurses employed at the Commonwealth Health Center (C.H.C.) of the CNMI. The nurses, approximately 125, rated the intervening variables stated in the McCloskey/Mueller Satisfaction Scale (MMSS) such as extrinsic rewards, scheduling satisfaction, family/work balance, co-workers, interaction, control/responsibility, praise/recognition, and professional opportunities to individual's level of satisfaction.

The investigation measures the correlation between MMSS total score, the single-item of overall job satisfaction, and the measurement of nurse retention. It is assumed that the findings would indicate very strongly that the level of job satisfaction is directly related to decisions about staying with or leaving the organization.

Implications:

The potential improvement in direct care at the only health facility on the island has large implications for persons with disabilities. The author further indicated that the quality of direct care is directly related to the work load and professional preparation of the nursing personnel in the islands.

Ms. Kaipat graduated from San Jose State in 1994 and has worked as an E.R. nurse for sixteen years. She transferred from the Commonwealth Health Center to Northern Marianas College where she worked as a nursing instructor. After graduating from this Master's Program she plans on returning to NMC Nursing Department and writing a book on CNMI nursing history.

SAN DIEGO STATE UNIVERSITY

Author: Ed Lieberman

Title: An Examination of Parental Attitudes Toward Independent Living as an Instructional Offering in the CNMI Special Education Curricula.

Abstract:

A questionnaire was developed to interview parents of children receiving special education services from the CNMI Public School System. The interviews of all these parents were statistically analyzed for issues of priority related to independent living. To assure that all the parents could offer their input to curricula development and program planning the interviews were conducted in the native language of the parents and recorded by translators proficient in those languages.

Implications:

The concept of independent living in the islands is often ill received and poorly presented. The author, in working with skilled translators, solicits direct input from the community to improve and expand plans for special education across the commonwealth.

Mr. Lieberman is the current coordinator for special education in the Public School System (PSS). He has served as a specialist and teacher for the PSS. He is a retired marine and makes his home in the CNMI.

Author: Monica Manalo

Title: A Conducive Learning Environment In Literacy for the First Grade Level at San Antonio Elementary School

Abstract:

This study is about developing and describing a conducive learning environment in literacy for the first grade level at San Antonio Elementary School (SAES) at Saipan. Since Saipan is culturally diverse, this quasi-experimental study is for teachers who are teaching in multicultural classrooms and have students with learning disabilities. The Public School System in the Northern Mariana Islands recently adopted a new literacy series from the Harcourt Brace Javanovich (HBJ) book company. The new series is titled "Signatures".

This study examines a sample of students at SAES. This cohort of students might not represent the total population of students in the first grade attending a public school at PSS. The students in the classrooms are from diverse ethnic backgrounds. All the students in this examination participated in the Public School System wide Harcourt Brace Javanovich Signatures literacy series. The author taught her class using two languages, Chamorro and English. A series of post tests, as implemented Public School System wide, was conducted and analyzed to examine the statistical significance of the effectiveness of the new language arts series as presented in these formats.

Implications:

All six , of the nearly 30 students who were suspected of some functional learning limitations were placed in the experimental class. There were no significant difference formed in the performance of the two classes on student tests. This may indicate the value for learning experiences for students with disabilities provided in the native language.

Ms. Monica S. Manalo (Monie) is currently a first grade teacher at San Antonio Elementary School. She has been with the Public School System since 1992. In 1995, she received her Bachelor of Arts degree in Elementary Education from the University of Guam through the Northern Marianas College (NMC) campus while working at the same time. Ms. Manalo was born in Guam and grew up in Saipan.

Author: Lynn Newport

Title: Recommendations on Content for Northern Marianas College Advisor/Mentor Training

Abstract:

This research study develops a set of recommendations for the content of the proposed Northern Marianas College (NMC) Freshmen Advisor/mentor training program. It will prepare faculty to successfully advise/mentor students in a diverse multicultural setting. The training content evolved from the "focus group process" by addressing the issues of how to develop content training for the unique needs of the multicultural student population at NMC. The study includes a discussion of the cultural issues involved in counseling students from twenty-four different cultural groups. It provides a general history and background of issues students face in a small Pacific island college.

The study findings discusses the current status of the NMC Retention Plan, Academic Advising Plan in relationship to the proposed NMC Freshman Advisor/Mentor Program. It synthesizes the literature on advising in terms of theoretical frameworks, advising arenas, roles and functions of the advisor/mentor, historical background, and advising considerations for a diverse populations. The paper provides a synopsis of related literature in Focus Group Research. The study describes the methodology and procedures that were used for focus group participant research and content analysis of those discussion are reflected.

Implications:

The author took steps to assure representativeness of her findings by including persons with disabilities in her focus group process.

Ms. Newport is Director of Counseling Services at the Northern Marianas College. She received her B.A. in Anthropology and Sociology from Western Washington University. Ms. Newport joined NMC in 1983 and the following years were spent in founding Counseling Services, Student Government, and Student Activities. She currently serves a diverse student population with a focus on student development in the areas of student advisement, academic advisor training, retention, and health/wellness.

SAN DIEGO STATE UNIVERSITY

Author: Monica D. Pangelinan

Title: An Examination of the Achievement Scores of the Participants in the After-School Reading Program at William S. Reyes Elementary School

Abstract:

This study is an examination of the achievement scores of the participants in the After-School Reading Program at William S. Reyes Elementary School (WSRES). The purpose of this study is to assist the Public School System and the school's administrators in determining whether the program is assisting students to increase their reading achievement. The objectives are to: 1) determine the effectiveness of the existing program in preparing students to read; 2) to assist the Public School System After-School Program and William S. Reyes Elementary School in determining how the program could be improved or revised; and 3) to describe the cost benefit of the program.

The After-School Reading Program at WSRES is being conducted by the campus teachers. The students are selected to participate in the After-School Reading Program by their teachers based on the student's Language Arts grades, Individual Reading Inventory, Observation, and school records. This study provides information on the student's reading outcome as an indicator of the effectiveness of the program. The instruments used to determine the program's effectiveness and student achievement are the California Achievement Test, Individual Reading Inventory pretest and posttest, and Language Arts grades.

Implications:

The author recommends after school programming as a vehicle to improve all students reading/academic achievement. It was noted that none of the students who benefited in this pilot program reported a disability or received additional support services during the period of observation.

Ms. Pangelinan received her Degree in Elementary Education from the University of Guam in 1995. She had previously worked as a peer counselor at Northern Marianas College and is currently a counselor at William S. Reyes Elementary School.

Author: Kohne Ramon

Title: Factors Associated with Attrition of Faculty at NMC from 1992 to 1997

ABSTRACT:

This study examines patterns of attrition among full-time faculty at NMC from 1992 to 1997. The study objectives are to (1) identify and assess root causes of faculty resignations and termination's, (2) verify these causes and formulate conclusions, (3) assess current state of faculty supply and demand in the CNMI and (4) recommend policies to improve faculty retention and to ensure an adequate supply of faculty for NMC.

The methods of examination include the (a) review of exit records for content analysis of exit interviews, (b) survey of faculty and department heads on retention practices, and (c) statistical analysis of personnel records. A review of related literature found on the Internet and in HR professional magazines reveals current retention practices amid attrition rates among community colleges in the United States. These retention practices and attrition rates are compared with those of the Northern Marianas College.

The findings are interpreted and implications to the overall NMC Human Resources program of recruitment and retention and other areas of administration at NMC are discussed. Specific application of findings is discussed. Based on these findings a set of recommendations identifying changes to specific policies and procedures follow. A new set of goals and objectives in these areas will be identified. Finally, an implementation plan is recommended.

After graduating from the University of Guam with a Business Management Degree, Mr. Ramon worked six years as a Personnel Specialist for Trust Territory Headquarters in Saipan. Mr. Ramon went on to become the Director of Personnel for the College of Micronesia, FSM. After a number of government positions which included a Washington D.C. appointment, he is now Director of Human Resources at Northern Marianas College.

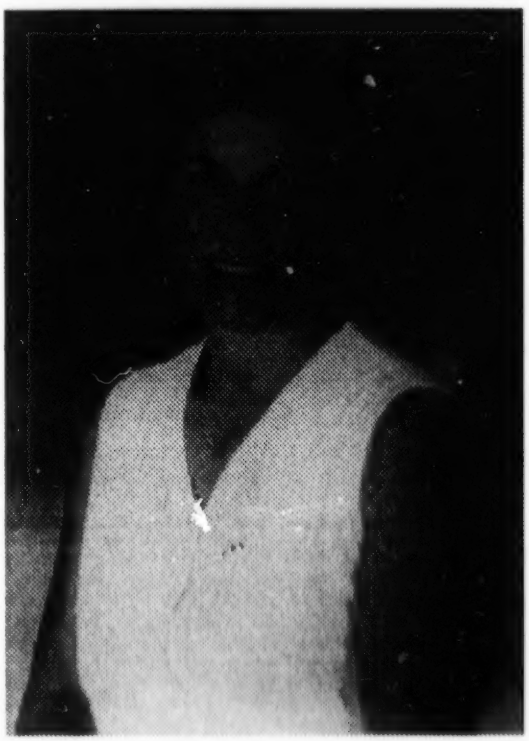
Author: Lynn Romans

Title: An Environmental Education Teacher's Manual

Abstract:

CNMI's connections with the United States Government have led to the adoption of American-produced textbooks. For some subjects, such as math, literature, and chemistry, this is acceptable. But textbooks based on the biomes, ecosystems, and seasonal patterns of the North American continent are not compatible with the island reality and have little or no meaning for island students. If teachers are expected to motivate students toward changed behaviors and attitudes on ecological issues, they need resource material that is relevant to their surroundings.

The Environmental Education Teacher's Manual is a set of activities for environmental educators in the CNMI. These models center on topics that are strategic in island ecology. A constructivist approach was selected because all of the research points toward this method as the most viable approach for developing a thorough understanding of concepts and eliciting active student involvement. The models are made to be flexible, adaptable to the teacher's needs and circumstances. They are also focused on activity, involving the students in a hands-on experience. In helping teachers shift from textbook concentration to an inquiry-oriented emphasis, we are moving the students from an elementary knowledge base to a 'big picture" understanding of complex environmental issues. This sets the groundwork for students to become active, lifetime participants in a solving local and global environmental problems.



Implications:

One of the authors activities utilized the example of a student with a disability and how that person is also part or our enviroment... inspite of barriers to the contrary man made and existing in nature.

After beginning her teaching career at St. Mary's College Preparatory Academy in Oregon, Ms. Romans came to Saipan in 1992. She spent three years teaching Biology and Environmental Science at Marianas High School before taking a position at Saipan International School. After completing the SDSU Master's Program, Ms. Romans hopes to become an Environmental Interpreter.

SAN DIEGO STATE UNIVERSITY

Author: Joaquin M. Sablan Jr.

Title: A Pilot Study on the Effectiveness of the Distance Education Technology in the Delivery of Mathematics Instruction at Northern Marianas College

Abstract :

The purpose of this "Pilot Study" is to evaluate the effectiveness of the distance education technology in the delivery of mathematics instruction at Northern Marianas College, (NMC).

Student outcomes (final grades) and test scores (pre-post test) determine the effectiveness of the technology in the delivery of instruction. The distance education technology designed at Northern Marianas College is a two-way interactive television/telecommunication system which allows for an instructor to teach a course to two different classes simultaneously, one in person on Saipan and another on Tinian live via telecommunications technology. Mean scores of the pre-post test (math placement test) and a correlation of these scores to the course final grades were conducted. Tests of statistical significance indicated that there were minimal differences between the mean scores of the two classes.

For the purpose of this Pilot Study, the author specifically focused on the student outcomes of the developmental math course (MA 090 - Intensive Learning Math I) that was offered in Spring of 1998, via distance education. The goal of the study is to encourage other departments to conduct follow-up examinations of their courses that are being offered through distance education. Because Northern Marianas College's desired to implement and lead the Commonwealth of the Northern Mariana Islands in technological advances, (Budget Goal, 1999), it must evaluate the effectiveness of present distance education technology and facilities.

Implications:

This technology can expand learning experiences for prospective students who are "home bound" and have aspirations for higher education and careers in the CNMI.

Mr. Sablan is currently the Vice President for Support Services at Northern Marianas College. He has also served as the Acedemic Vice President and Dean of Arts and Sciences at NMC.

SAN DIEGO STATE UNIVERSITY

Author: Kenneth Slack

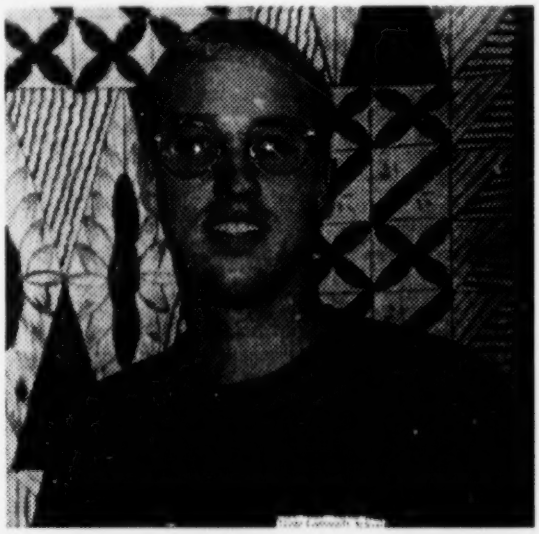
Title: A Grant Application to Establish a Literacy Program at Hopwood Junior High School focused on Special Education Students

Abstract

The limited number of available classrooms has forced Hopwood Junior High School, the only public junior high school on the island of Saipan, into forming a multi-track, year-round school. Next year, the number of special education students entering junior high school is projected to double our current totals, escalating the number of special education students from 60 to 120. The majority of these students are learning disabled in the area of reading, writing, and spelling. Recently, Quality Reading Inventories and Individual Reading Inventories were administered island-wide by the Public School System (PSS) at the elementary school level. The results revealed approximately 75% of CNMI elementary students are reading below grade-level (Gualt).

Our primary goal is to increase literacy among middle school students in a safe, drug-free environment conducive for optimized learning for all students. To accomplish this goal we will: (1) integrate technology in the area of special education to enhance learning and augment potential; (2) build learning centers to provide small group instruction and immediate feedback and reinforcement; and (3) establish an afterschool enrichment center specifically for at-risk students with limited reading proficiency which will maximize the use of technology and learning centers.

The grant application to the U.S. Dept. of Education integrates telecommunications and technology education programs with afterschool literacy programs. If funded Hopwood Junior High School will not only strengthen services for individuals with disabilities, but advocate for literacy among all students.



Mr. Slack is a special education teacher at Hopwood Junior High School. Previous to his assignment at the Public School System, Mr. Slack taught at Grace Academy, Saipan. He plans to pursue an administration position in the near future.

Author: Philip Swett

Title: A Proposal for a Modest Journalism Program

Abstract:

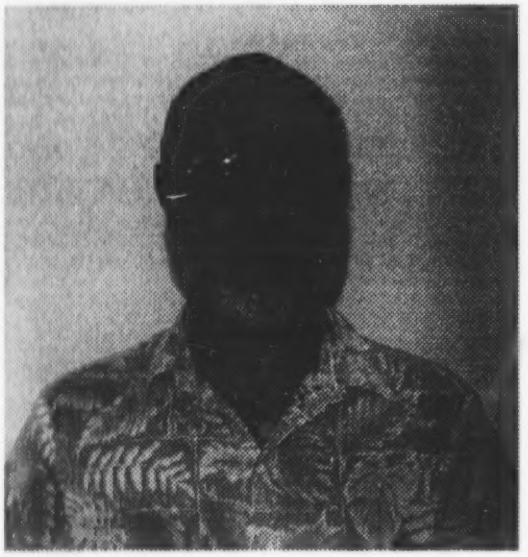
Freedom and equality are the cornerstones of the U.S. political system. There is general agreement that all groups who compose the population should have equal opportunity to pursue careers in every field of endeavor.

Minority groups represent approximately 25 percent of the national population and 12-15 percent of the news industry. In the U.S. Commonwealth of the Northern Mariana Islands (CNMI) the situation is the inverse, where 44 percent of the total population, the indigenous Chamorro and Carolinian peoples (90 percent of resident citizens), comprise only 10 percent of newsroom employment (reporters, photographers, editors, etc.).

None of the current five CNMI mass media outlets currently offers any significant training/apprenticeship opportunities and none of the local high schools or the community college offers a journalism program. This limits opportunities for local residents.

This project proposes to establish a modest journalism program at the Nothern Marianas College designed to promote diversity by: 1) stimulating interest in the news business as a career opportunity, and 2) providing basic instruction to facilitate entry into the field.

The instructional components are modular and designed to serve as academic, community or continuing education courses to maximize potential enrollment in a small community while avoiding administrative problems associated with low enrollment classes. Courses would be 15 contact hour/one credit classes. The same content could be bundled in groups of three as standard academic offerings or separated out for community and continuing education use.



After living in American Samoa, Mr. Swett attended the University of Washington on and off for several years, graduating with a BA in French in 1979. He returned to American Samoa and became a reporter/editor with the Samoa News. After working there, at Radio Samoa, and KVZK-TV over a six year period, he and his wife Asomau moved to the Commonwealth of the Northern Mariana Islands in 1985 where he first served as the Saipan Cable TV bureau chief and later worked in the Governor's Office.

In 1989-90 he served as editor of the Samoa News, an editor at the Guam Tribune and wrapped up his journalism career on Saipan with the Pacific Daily News. Mr. Swett left the newspaper to become information officer for Northern Marianas College in 1991 and, after a period of working with distance education, holds that post today.

SAN DIEGO STATE UNIVERSITY

Author: Tracy S. Taimanao

Title: The Level of English Language Proficiency of First Grade Chamorro Students at Koblerville Elementary School

ABSTRACT:

This study reports on the level of English language proficiency of first grade Chamorro students at Koblerville Elementary School. Previous research suggests that there is a correlation between language proficiency and the level of skills in reading, writing, speaking, listening, and affects student achievement. Previous administrations of the California Achievement Test have shown that CNMI students are not at their level, and are behind.

This report provides the Curriculum Specialist and Language Arts Teachers a recommendation and implications on choosing the appropriate types of curricula for our students. It also provides Curriculum Specialists and Language Arts Teachers a recommendation and implications on improving instructional approaches for non English proficient students.

" Education seems to be always my guide in life." Native to the Marianas, Ms. Taimanao has spent most of her time in school as either a student or a teacher. She received her Degree in Education from Northern Marianas College.

Author: Janice Ada Tenorio
Title: A Descriptive Study on the Development of the Teacher Training Program at the Northern Marianas College

Abstract:
This study reviewed and described the process that took place in developing the Teacher Training Program at Northern Marianas College (NMC). This descriptive study (1) guides other NMC academic programs, in developing similar activities, (2) provides insight on the needs of academic program development in the CNMI, and (3) contributes to the literature critiquing teacher education development in the CNMI.

This study documents and makes recommendations to set the blueprint for developing similar four years academic Degree Programs in additional fields to the Teacher Training at the Northern Marianas College. The School of Education (SOE) is challenged to establish the Baccalaureate of Arts (BA) and to offer Master of Arts (MA) degree programs with other Post-Secondary Institution.

Implications:
The author noted the dearth of demographic data collection and reported on students with disabilities. Recommendations to improve recruiting and access for higher education experiences for persons with disabilities and protocols to report these progressive improvements follow.

Ms. Tenorio has attained a Bachelor's of Arts and Science Degree in Child Psychology from Boise State University. She is currently the Director of Admissions and Records. She has also helped coordinate BA and MA course offerings with the University of Guam at NMC.

Author: Daisy Villagomez
Title: Student Leadership Training Facilitators Manual

Abstract:
The Student Leadership Training Facilitators Manual is designed specifically for the Office of Student Activities at the Northern Marianas College. The manual focuses on issues related to student leadership, student government, student clubs and organizations. The purpose of this manual is to serve as a guideline and a resource for current and future facilitators of the Leadership Conference and Workshop Series sponsored by the Office of Student Activities. The manual contains related literature reviews, activity sheets for specific issues that are confronted by student leaders, various topics pertinent to the diverse group that make up the NMC student body.

Implications:

A section of the manual includes the importance of diversity to effective leadership. Diversity according to the author is not limited to race, creed or color but can include capacity, ability, and perspectives.

Ms. Villagomez has been employed at the Northern Marianas College since 1989. She began as a Counselor and presently serves as the Associate Director of Student Activities.

Ms. Villagomez attended University of Guam before transferring to Western Oregon State College (WOSC) in Monmouth, Oregon. She obtained her bachelor's degree in Psychology and minored in Sociology in June of 1989. During the summer of 1988, MS. Villegomez worked as a student intern at the Northern Marianas College, Division of Student Services. It was at that time she made the decision to pursue a career in the Postsecondary Education-Student Personnel.

"To my Dad, this one is for you...I kept my promise!"

SAN DIEGO STATE UNIVERSITY

Author: Jeannette T. Villagomez

Title: Internships: The Northern Marianas College Education, Nursing, and Hospitality Management Degree Graduates

Abstract:

The internship and training program operates on the premise that academic knowledge, combined with the expertise of using such knowledge in the workplace, prepared students to succeed intellectually and practically in life beyond college. Internships provided students with the opportunity to explore career options and develop skills which dramatically increased their competitiveness in the job market. Predicting success was simply defined as "succeeding" academically measured by grade point average and pursing more education, and succeeding practically beyond college life was determined by utilizing the internship experience to gain more work experiences.

By examining the flow of students through various internship settings and the ways in which they were placed in the labor market, this study ensures an effective system-building among postsecondary institutions and the world of work. The study explains the Hospitality Management, the Education, and the Nursing internship programs as they relate to predicting successful job placements. The study focuses on the characteristics of students and their relationship to the characteristics of internship placements to predict success. The study results indicates a .50 positive correlation between students who participated in internships as having academically succeeded by having high grade point average, pursuing more education, and succeeding practically beyond college life by having more work experiences.

Ms.Villagomez is currently the Director of Support Services and Educational Talent Search Program at Northern Marianas College. Her education extends from Registered Medical Assistant at Bradford College in Portland, Oregon and a Degree in Psychology from Grand Canyon University in Pheonix, Arizona.

Author: Juanita C. Villagomez

Title: School Community Based Education in the Commonwealth of the Northern Mariana Islands (A Training packet for Trainers)

Abstract:

The manual for Awareness of School Community Based Education (SCBE): A Training for Trainers is developed to assist administrators, parents, teachers, support staff, and community members in preparation for the implementation of shared decision-making governance in the CNMI public schools. The manual is a complete documentation of a training packet made up of three modules to be delivered in three separate workshop sessions. The module topics include:

1. Our Vision of Change through Team Building.
2. School Community Based Management Theory in Practice.
3. SCBM Is SCBE in the CNMI.

The three workshop sessions, each encompassing a full day of activities, are conducted in sequence. It is suggested that the sessions take place about one week apart in order for the participants to do assigned home tasks. The training packet includes detailed instructions for workshop facilitators, masters for handouts, and transparencies needed in the workshops.

The training packet though initially intended for use in the Commonwealth of the Northern Marianas may be tailored for the use of other school communities with special needs.

Ms. Villagomez brings with her a Bachelor of Arts and Science in Education; and a Master in Philosophy. She likewise carries into the profession long and meaningful multicultural experiences. With a solid background in teaching science and mathematics, she also has an intensive and extensive expertise in teaching English as second language.

Ms. Villagomez is presently vice principal at San Vicente Elementary School (SVS), a public school fully accredited by the Western Association of Schools and Colleges (WASC). She was the accreditation self-study coordinator when SVS applied for a full visit in 1993. She has been a prolific grant proposal writer through the years with twenty-three (23) proposals approved and federally funded.

Ms. Villegomez is a ten-year adjunct faculty of the Adult Basic Education (ABE) Program of the Northern Marianas College. She has contributed strongly to the ABE staff development by conducting several workshops through the years on current trends and practices in teaching adult learners.

Author: Magaria Wachi-Tell

Title: Exploring Multi-cultural Factors Influencing Nursing Care Practices in Diverse Cultures: A Course Syllabus

Abstract:

The Northern Marianas College Nursing Program has experienced an influx of students from the Micronesian Islands, the United States and Asian countries. In addition, there is a significant increase in community settlement among people of diverse cultural background.

Our NMC nursing students will be interacting with various patients in health care setting as well as home settings. The purpose of this course is to assist nursing students in acquiring the necessary knowledge and skills in order to deliver competent nursing care in a culturally relevant and sensitive way.

This course is based on comprehensive review of literature on multicultural education, transcultural nursing and students survey questionnaires. The results strongly suggest the need to implement a course to increase student's awareness and sensitivity to cultural similarities and differences among the people they care for.

Ms. Wachi-Tell received her AS in nursing from the Community College of Micronesia and her BS in nursing from San Jose State University. Her experience includes Staff Nurse at Commonwealth Health Center, Lab Coordinator and Assistant Clinical Instructor and is presently a Nursing Instructor at Northern Marianas College. She will go on to pursue a degree in Psychology.

NMC / SDSU Masters in Education with a Concentration in educational leadership

A Summary Report

May 1998

SAN DIEGO STATE UNIVERSITY

Introduction

The following is a summary report of the NMC / SDSU Masters in Education with a Concentration in educational leadership program. The report includes a brief description of the program, statistical data on the participants, and graphic depiction of the data.

Overview

The Northern Marianas College Administration and the Local Steering Committee of the Rehabilitation Research and Training Center of the Pacific, through the Interwork Institute in the College of Education at SDSU, established the priority to expand the capacity of on island educators in educational leadership. The vision to expand the capacity and shape the educational future of the local residents of the Commonwealth of the Northern Marianas Islands into the next century is a noble and exciting challenge.

Through the continued efforts of Drs. Fred McFarlane and Ken Galea'i from San Diego State University and President Agnes McPheters and Provost Roy Fua from the Northern Marianas College the degree program for a Masters of Arts in Education with a Concentration in Educational Leadership was finalized in late 1996. Coursework for the on island graduate program began in early 1997. This particular program is exemplary for San Diego State University because all 30 credits of graduate coursework were presented off campus. Each of the 10 classes were conducted on island with extensive use of the internet and other mediated technologies as instructional tools. The involvement of San Diego State University faculty in collaboration and partnership with local educators truly bridged the distance and the expectations of the students.

Over seventy potential candidates applied for this program with twenty six being accepted. The cohort group of students consists of NMC Administrators and Instructors, Public School Administrators and Teachers, and Private School Teachers. Of the twenty six students beginning this program of study in February 1997, twenty five participated in commencement exercises. This in itself demonstrates a success rate well above the norm.

As a result of this program success both institutions expect to continue the partnership and to consider expansions with other institutions and educational concentrations in the Pacific. As subsequent cohort commence their studies, there are plans to incorporate more local and regional expertise in educational leadership, and expand the use of distance learning modalities as instructional methods.

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Program Data

Costs are often a major consideration to any student contemplating graduate study. For the pacific islander the prospects of leaving home to pursue educational opportunities is often daunting. The costs of this particular program and its unique offering of coursework on the NMC Campus made this option for graduate study an attractive consideration. Table 1, Associated Cost. indicates how the costs of this program on island could be considerably less than off island options. The table reflects costs for applicant, candidate student status and the breakdown of how the program sources of funding addressed those costs of $10,200 per student for a Masters in Education on island.

The majority of students (61%) were female. As shown in Table 2, Gender, 10 males participated the program.

The graduate program in educational leadership usually includes instructors and administrators as students in most instances. It is not unusual for practitioners and professionals in other disciplines to participate in the leadership program. This reflects how most individuals who attend graduate leadership programs may be considering career moves into certain types of positions. Table 3, Current Position, indicates that 14 participants reported their current position as 'teacher or instructor'. Twelve students self reported holding positions as 'administrators'. Table 6, Number of years in administration, indicated that over 30% of the students had not held any administrative position at the time of the start of the program. The mean number of years in administration was 6.8 years with two individuals in the class reporting over 20 years of administrative experience. Table 7, Number of years teaching, indicates that 46% of the students report less than 2 years of teaching experience. One student in the cohort indicates 21 years of teaching experience.

The youngest participant in the program was age 24. The oldest student reported 56 years of age. The mean age of all the students was 38.5 years as reflected in Table 4. This would intimate that if all the students maintain their residence in the CNMI, there would be approximately 425 'man years' [retirement - mean age {55 years of age - 38}] of graduate level leadership available to the Commonwealth as a result of this program.

In Table 5, Ethnicity, 20% of the respondents report being 'Chamorro', 20% report being 'Pacific Islander' and another 20% report being 'Other Pacific Island'.

In any government program it is always important to reflect the contributions of the personnel to the sponsoring source. In Table 8, Years of Service to Government, indicates that this group of relatively young educators, has a history of government service in the CNMI. One individual reports 19 years of service to the CNMI compared to the 42% who indicate government service of 6 years or less. The mean number of years of service to CNMI government is 8 years with a standard deviation of 3.95 years.

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TABLE 1: ASSOCIATED COST

Total Number of Applicants	70
Total Number of Accepted Applicants	26
Average Cost Per Accepted Candidates to CNMI	$8,000
Average Cost Per Accepted Candidates to Student	$2,000
Average Cost Per Applicant to CNMI	$150
Cost Per Applicant to Apply to SDSU	$55
Success Rate of Candidate (B grade or better in all courses)	100%

TABLE 2: GENDER

	Frequency	Percent
Male	10	38.5
Female	16	61.5
Total	26	100.0

TABLE 3: CURRENT POSITION

	Frequency	Percent
Teacher/Instructor	14	53.8
Administrator	12	46.2
Total	26	100.0

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TABLE 4: AGE

Age	Frequency	Percent
24	1	3.8
25	1	3.8
28	1	3.8
30	1	3.8
31	3	11.5
32	2	7.7
34	1	3.8
35	1	3.8
36	1	3.8
37	1	3.8
38	1	3.8
40	1	3.8
41	1	3.8
44	2	7.7
46	1	3.8
47	2	7.7
49	1	3.8
50	1	3.8
55	1	3.8
56	1	3.8

- Mean - 38.520
- Standard Deviation - 9.038
- Variance - 810677

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TABLE 5: ETHNICITY

	Frequency	Percent
Chamorro	3	11.5
Asian	1	3.8
African-American	1	3.8
Pohnpeian	1	3.8
Pacific Islander	3	11.5
Samoan	1	3.8
Other Pacific Island	3	11.5
Palauan	1	3.8
Other Asian	1	3.8
Missing	11	42.3
Total	26	100.0

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TABLE 6: NUMBER OF YEARS IN ADMINISTRATION

Years	Frequency	Percent
0	8	30.8
1	1	3.8
2	1	3.8
4	2	7.7
6	3	11.5
7	2	7.7
9	2	7.7
10	1	3.8
12	1	3.8
13	1	3.8
16	2	7.7
23	1	3.8
27	1	3.8
Total	26	100.0

- Mean - 6.846 years

TABLE 7: NUMBER OF YEARS TEACHING

Years	Frequency	Percent
0	6	23.1
1	6	23.1
2	2	7.7
3	2	7.7
4	1	3.8
5	1	3.8
6	3	11.5
7	1	3.8
8	1	3.8
11	1	3.8
16	1	3.8
21	1	3.8
Total	26	100.0

- Mean - 4.077 years

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TABLE 8: YEARS SERVICE TO GOVERNMENT OF CNMI

Years	Frequency	Percent
2	1	3.8
3	2	7.7
4	2	7.7
5	1	3.8
6	5	19.2
7	3	11.5
8	2	7.7
9	1	3.8
10	3	11.5
11	2	7.7
12	1	3.8
14	2	7.7
19	1	3.8
Total	26	100.0

- Mean - 8.0 years

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